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ABSTRACT

In June 1996, 348 students received diplomas from two high schools in Saginaw, Michigan. To determine these graduates' activities nine months after graduation, 188 of them were telephoned and asked about post-secondary education, employment status, and perception/evaluation of their high school education. The results of that survey are reported here. Survey findings will provide school board members, administrators, teachers, and counselors with data to assist them in instructional and curricular planning. Results indicate that 70.3% of the graduates were in college, school, training, or apprentice programs. For those attending school, the five top study areas were general courses/undecided, education and social services, business, medicine and health services, and engineering/architecture. Nearly half (46.3%) of the graduates attending school felt that their high school education was "very often" or "often" used in their current studies. Regarding employment, 81.5% of those surveyed were working for pay and none were full-time homemakers. Most graduates worked 32.1 hours per week. The two most frequently mentioned "suggested improvements" to the high school program were: "students need to be better prepared for college" and "more in-class computer usage." (RJM)

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ED 412 488

EVALUATION REPORT

FOLLOW-UP STUDY OF 1996 GRADUATES

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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Saginaw, Michigan

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FOLLOW-UP STUDY OF 1996 GRADUATES

An Approved Report of the

DEPARTMENT OF EVALUATION, TESTING AND RESEARCH

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September, 1997

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First, Ms. Julie Walker, Ms. Mercedes Perez, and Mr. Tom Benton for their help in designing a joint follow-up instrument for the Saginaw Career Complex (SCC) and a parallel instrument for the entire district. Former staff who made phone calls related to both studies are due a special "Thank You".

Mr. Gene Nuckolls deserves thanks for arranging with high school counseling staff for the implantation of the phone portion of the survey. Thanks also to Evaluation staff, especially Gwen Laszlo, Roberta Oldenburg, and Mary Szymkowiak for typing, copying, and collating the survey.

Introduction

In June, 1996, 348 students finished their public school education by receiving a diploma from either Arthur Hill or Saginaw High Schools.

To determine what they have been doing approximately nine months after graduation the Department of Evaluation, Testing and Research, in conjunction with staff from the Saginaw Career Complex (SCC), created a phone survey. (See Appendix A for a copy of the 12 item instrument). Graduates were called by phone April / May, 1997 either by a former SCC staff member (if they completed a SCC program) or by secretaries under the supervision of high school counselors. The SCC phoning started in April, 1997 and the high school based phoning was conducted in May and June, 1997. The questionnaire directed respondents to identify issues related to their post-secondary education, employment status, and perception/evaluation of their high school education. The findings item by item are contained in Appendix C and represent all the responses received as of June 30, 1997.

The results of this study should provide Board members, administrators, teachers, and counselors with data to assist them in instructional and curricular planning to better meet the needs of all students. However, individual responses from the graduates may reflect on their experiences in the SCC program, their home high school, or a combination of these two plus other prior educational experiences at the elementary and middle schools. Thus the responses to questions must be understood within the context of the multiple educational experiences of each graduate. This is probably the main reason why the results of the graduate follow-up survey are being used as one of the "success indicators" related to the District's Strategic Plan. The particular indicator the graduate follow-up survey attempts to assess is the extent to which students attain the district's ten "graduate standards". These "graduate standards" (see Appendix B for a complete description) are represented in a set of statements of adult roles, skills and education all students need in order to be successful in the world after graduation from the Saginaw Schools. The standards represent a consensus of the knowledge and expertise our customers, both inside and outside the school system, will need. They come from people who live, work, and prosper in the world around us. The Saginaw Schools envision all students achieving the graduate standards. They are concisely stated in the following conceptual categories: 1) academic achiever, 2) self-directed learner,

3) complex thinker, 4) effective communicator, 5) individual/group problem solver, 6) strong interpersonal relater, 7) collaborative worker, 8) creative quality producer, 9) community contributor, and 10) health conscious individual. A key relating the items used on the 1996 Graduate Follow-Up Survey to the ten "graduate standards" is given in Appendix D. The results that follow will speak about the attainment of graduate standards, placement of graduates in the world of work, plus an evaluation of the high school program.

Demographic Data

The 1996 Saginaw Public Schools' graduate follow-up survey attempted to reach 348 graduates (249 from Arthur Hill and 99 from Saginaw High). A total of 188 were surveyed via the telephone.

Table 1 below contains a breakdown by ethnic background and sex of those completing the follow-up questionnaire and the 1996 graduating class.

Table 1

Comparison of the 1996 Graduate Population with the 1996 Graduates Completing a Follow-Up Questionnaire

Ethnic Background Gender, and School	1996 Graduates Completing Questionnaire			Population of 1996 Graduating Class	
	Number	Percent of Respondents	Percent of Graduating Class	Number	Percent
TOTAL	188	100.0	54.0	348	100.0
ETHNIC BACKGROUND					
White	102	54.3	55.7	183	52.6
Black	68	36.2	52.7	129	37.1
Hispanic	17	9.0	51.5	33	9.5
American Indian	0	0.0	0.0	0	0.0
Oriental	1	0.5	33.3	3	0.8
GENDER					
Female	109	58.0	55.6	196	56.3
Male	79	42.0	52.0	152	43.7
SCHOOL					
Arthur Hill	131	69.7	52.6	249	71.6
Saginaw High	57	30.3	57.6	99	28.4

A review of the ethnic background of the respondents in Table 1 above shows that 102 (54.3%) were White, 68 (36.2%) were Black, 17 (9.0%) were Hispanic, and 1 (0.5%) were Oriental in terms of ethnic background. The graduating class was made up of 183 (52.6%) White, 129 (37.1%) Black, and Hispanic, 33 (9.5%) and 3 (0.8%) Oriental which was approximately the same in terms of percentages as the responding graduates.

Of the responding graduates 109 (58.0%) were female and 79 (42.0%) were male. The graduating class was made up of 196 (56.3%) females and 152 (43.7%) males. Thus males and females were as proportionately represented in the respondent group as they were in the graduating class.

Of the responding graduates 131 (69.7%) were from Arthur Hill and 57 (30.3%) were from Saginaw High. The graduating class was made up of 196 (71.6%) from Arthur Hill and 99 (28.4%) from Saginaw High. Thus, Arthur Hill and Saginaw High students were proportionally as well represented in the respondent group as they were in the graduating class.

The findings of the follow-up of 1996 graduates are given on the following pages with the complete set of responses given in Appendix C.

Findings

The reader is again reminded that the complete findings to each survey question are given in Appendix C.

Highlights

A total of 188 graduates responded to the survey. Some respondents gave answers to all appropriate questions while others responded to a few. The results given below are presented as the percentage of graduates giving a response category based on the total number of graduates responding to that particular question.

A review of responses given by the 1996 graduates reveals information about the four major issues explored - post-secondary education, employment, placement, and strengths / improvements of the Saginaw Schools. The placement rate is a new issue to be covered in the context of the graduate follow-up. The placement rate is the percent of graduates that are pursuing further education, employment for pay, active military duty, or full-time homemaking. The placement rate thus combines data from post-secondary education and employment figures. The reader should be reminded that the strengths / improvements issue area is where the results relating to the ten graduate standards are most directly measured. These four major issues will serve as organizing concepts for the review of responses given below.

Post-Secondary Education.

- Almost three quarters of the graduates (70.3% or 104) were engaged in schools, college, training or apprentice programs.
- Of the 70.3% going on to further their education, a total of 90.3% attended Michigan schools and the remaining 9.7% attended out-of-state schools and training programs. The different types of schools or programs attended included:
  - 55.8% Four-year college or university;
  - 35.6% Two-year college liberal arts program;
  - 5.8% Two-year college vocational-technical program;
  - 1.0% Apprentice program;
  - 1.0% High school; and
  - 1.0% Other.

- The graduates ranked (high to low) the major areas they chose to study, as follows:

  - General courses / undecided (24.6%);
  - Education and social studies (18.9%);
  - Business (17.2%);
  - Medicine and health services (13.1%);
  - Engineering and architecture (9.0%);
  - Science and agriculture (7.4%);
  - Fine arts and letters (3.3%);
  - Commercial arts and communications (3.3%);
  - Law and government (1.6%);
  - Construction, industrial, and skilled trades (0.8%); and
  - Services (0.8%).

- When graduates were asked how much they use the education they received during high school, (46.3%) indicated "very often" or "often" and the remainder (53.7%) indicated "occasionally" or "seldom, if at all".

Post-Secondary Employment.

- Some 5.3% of the graduates were on full-time active duty in the military.

- A total of 81.5% of the graduates were working for pay while the remaining 18.5% were not working.

- Some 30.6% of the graduates indicated they are looking for a job.

- Of those working for pay, the mean number of hours worked per week was 32.1 hours with the limits of the range from 4 to 60 hours per week.

- Again of those working for pay, the mean amount paid was $211.57 per week with the limits of the pay range from $22.50 to $760.00 per week.

- Of those working for pay, the level of current job satisfaction was as follows:

  - 29.6% Very satisfied;
  - 58.3% Somewhat satisfied;
  - 9.3% Not very satisfied; and
  - 2.8% Not at all satisfied.

- The top eight employers in terms of percent of graduates employed for pay included:

  - Kessel Food Market (4.1%);
  - McDonald's Restaurant (4.1%);
  - U.S. Army Recruiting Station (2.7%);
  - Meijer's, Inc. (2.1%);
  - Self-employed (2.1%);
  - General Motors - Central Foundry (2.1%);
  - Hudson's (2.1%); and
  - Rally's Restaurant (2.1%).

  (Regarding the employment figures, we determined that 62.3% of the employers hired a single graduate from the Saginaw Public Schools, while 37.3% of the employers hired two or more of our graduates).

- None of the graduates were full-time homemakers.

- When the employed for pay graduates were asked how useful their high school education was on their present job, a total of 23.4% indicated they used it "very often" or "often" while the remaining 76.6% used it "occasionally" or "seldom, if at all". This may be contrasted with those seeking further education who indicated higher usage with 46.3% indicating "very often" or "often" and the remainder (53.7%) indicating "occasionally" or "seldom, at all".

Placement Rate.

- If the placement rate of graduates is defined as an unduplicated count of diploma receiving high school students who either seek further education, employment, military service, and/or full-time homemaking, then a placement rate of 75.5% was, by inference, shown for the entire 1996 graduating class.

- The placement rate for Arthur Hill of 76.3% was slightly higher than the rate of 73.7% for Saginaw High. Placement rates resulting from the 1996 Graduate Follow-Up Study can be found in Appendix E.

Strengths / Improvements in the Saginaw Schools.

- Graduates were asked to reflect on their school career in the Saginaw Schools and decide how much the schools assisted them in eleven areas by rating each on a five-point scale from 5 = Very Well, 4 = Good, 3 = Undecided, 2 = Poor, and 1 = Very Poor. These eleven student assistance areas are ranked according to the average rating (given in parentheses after each).

  - Basic academic skills [math, science, communication arts, and social studies]; value life-long learning, and skills needed to develop community responsibility and respect for rules and laws (4.0 average rating);

  - Development of ethical standards (3.9 average rating);

  - Skills to become an effective communicator, to become an effective team member, to become an effective problem solver, and be able to adapt to change (3.8 average rating);

  - An ability to develop a good work ethic and life management skills (3.7 average rating); and

  - Development of computer literacy (3.3 average rating).

- Graduates were asked to list one or two major strengths of the high school program. The following are those major strengths that represent more than seven percent of the responses.

  - Teachers / staff (18.7%);
  - Math classes (12.3%);
  - Athletics (12.3%);
  - Science classes (9.7%);
  - Communications / social skills (7.8%); and
  - English classes (7.8%).

- Graduates were asked to list one or two ways the high school program could be improved. The following are those improvements offered that represent more than five percent of the responses.

  -- Classes to prepare you for college (9.5%);
  -- Better counselors (8.1%);
  -- Teachers need to listen to their students / better two-way communication of teachers and students (6.6%);
  -- Better discipline by holding students responsible for their actions (6.6%);
  -- More challenging classes (6.6%); and
  -- Keep students in class / redefine rules regarding skipping classes (5.1%).

- Graduates were asked to add any general suggestions / comments for improvement of their school experience. The following are the three general improvements / comments offered by more than a single respondent.

  --Students need to be better prepared for college (12.0%);
  --More in-class computer usage (8.3%);
  --Very satisfied with my school experience (8.3%).

Summary

The most significant results of the follow-up study (approximately nine to eleven months after graduation) of Saginaw's Class of 1996 have been presented. Data relative to the graduates' post-high school education and employment, overall placement rate, perceptions of high school problems/strengths, and an overall evaluation of high school experiences were sought. The reader is reminded that the final section entitled perception/evaluation of the Saginaw Schools is an attempt to measure some of the skills related to Saginaw's ten "Graduate Standards".

Some 192 of the 348 (55.2%) graduates responded to the survey via telephone contact. The responding graduates were proportionally representative of the racial/ethnic and gender groups of the entire graduating class. The representativeness and size of the respondent group allows one to make generalizations to the entire class which adds great value to this information.

Post-Secondary Education

1. Over two thirds of the graduates (70.3%) were in college, school, training, or apprentice programs.

2. Of those graduates furthering their education, most attended either: 1) a four-year college or university (55.8%); 2) a two-year liberal arts college (35.6%); or 3) a two-year vocational-technical college (5.8%).

3. The five top study areas of emphasis beyond high school included the following:

   - General courses / undecided (24.6%);
   - Education and social services (18.9%);
   - Business (17.2%);
   - Medicine and health services (13.1%); and
   - Engineering / architecture (9.0%).

4. Nearly half (46.3%) of the graduates now attending school feel their high school education was "very often" or "often" used in their current major of study, while a majority did not.

Post-Secondary Employment

5. Over three-quarters (81.5% or 110) of the graduates were working for pay, while none of the graduates were full-time homemakers. (There were large numbers of employed students who also were pursuing post-secondary education at the same time.)

6. On average most graduates working for pay worked 32.1 hours per week and their pay per week averaged $211.57.

7. Approximately a quarter (23.4%) of the graduates working for pay feel their high school education was "very often" or "often" used in their present job.

8. Of those working for pay, 29.6% were "very satisfied" and another 58.3% were "somewhat satisfied" with their current jobs.

9. The two top employers of our graduates included the following:

   -- Kessel Food Market (4.1%); and
   -- McDonald's Restaurant (4.1%).

Placement Rate

10. A placement rate of 75.5% was shown for the entire class of 1996 and rates of 76.3% and 73.7% were shown for Arthur Hill and Saginaw High respectively.

Perception / Evaluation of the Saginaw Schools

11. Graduates rated the Saginaw Schools as being an average 3.7% or "almost good" (on a five-point scale ranging from 5 = Very Well to 1 = Very Poor) relative to providing skills as grouped by the "Graduate Standards" as follows:.

Graduate Standard	Graduates Average Rating
Strong interpersonal relater	3.9
Community contributor	4.0
Individual group problem solver	3.8
Complex thinker	3.8
Effective communicator	3.8
Self-director learner	3.7
Academic achiever	4.0
Health conscious individual	3.7
Creative quality producer	3.8
Collaborative worker	3.8

12. The two most frequently mentioned "suggested improvements" to the high school program included the following:

   -- Students need to be better prepared for college (12.0%); and
   -- More in-class computer usage (8.3%).

APPENDICES

APPENDIX A

Place COC
Label Here

School: Arthur Hill / Saginaw High
Student Name: _____
Phone Number: _____
Phone Number: _____
Phone Number: _____

School District of the City of Saginaw, Michigan
Department of Evaluation Services
© 1997

Saginaw Student ID Number

A FOLLOW-UP STUDY OF 1996 GRADUATES
(Phone Survey)

Hello, I'm _____ from the Saginaw School District. We are phoning former high school students, such as yourself and asking them about what they are doing now. Your answers and opinions can help us make our programs better for students in the future. It will only take a few minutes to answer these questions. Is this okay? (If no, set up a call back time.)

According to my records, you completed high school level courses (in _____) at _____ school. Is this correct? (If no, end survey and say "There may be some mix-up in my information, let me check my records and I'll get back with you." Then check records.)

Respondent Type: ____ Actual
____ Proxy

1. Are you now in a training program, a school, college or an apprentice program?

____ 1. Yes
____ 2. No (If no, go to Question 4)

2A. In your major area of study or training, how much do you use the education you received during **vocational training at** _____? Would you say you use the **vocational training** very often, often, occasionally, or seldom, if at all?

____ 1. Very often
____ 2. Often
____ 3. Occasionally
____ 4. Seldom, if at all

2B. In your major area of study or training, how much do you use the education you received during **high school at** _____? Would you say you use the **high school training** very often, often, occasionally, or seldom, if at all?

____ 1. Very often
____ 2. Often
____ 3. Occasionally
____ 4. Seldom, if at all

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A FOLLOW-UP STUDY OF 1996 GRADUATES (Cont.)

3A. I will list some different types of schools or programs. Would you please tell me which one you are now attending? (Read list)

____ 1. High school
____ 2. One-year college vocational-technical program
____ 3. Two-year college vocational-technical program
____ 4. Two-year college liberal arts program
____ 5. Four-year college or university
____ 6. Business or trade school
____ 7. Apprentice program
____ 8. Skill certificate program
____ 9. Other (please specify: _____)

3B. If attending a school/program in 3A above, please give me the name and address of the school/program you are attending and your major area of study.

Institution: _____
Address: _____
_____
Major Area of Study: _____

3C. Which of the following best describes your situation?

____ 1. Working full-time
____ 2. Going to college or trade school full-time
____ 3. Working and going to college
____ 4. Working part-time
____ 5. Going to college or trade school part-time
____ 6. Not working or going to college

4. Are you on full-time active duty in the military?

____ 1. Yes (If yes, make Question 5 a yes and go to Question 6)
____ 2. No

5. Are you working for pay?

____ 1. Yes
____ 2. No (If no, go to Question 10)

6. About how many hours per week do you work? (Write the number of hours per week.)

_____

7. On your present job, how much do you use the **high school education** you received at _____? Would you say you use it very often, often, occasionally, or seldom, if at all?

____ 1. Very often
____ 2. Often
____ 3. Occasionally
____ 4. Seldom, if at all

8. Overall, how satisfied are you with your present job? Would you say that you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

____ 1. Very satisfied
____ 2. Somewhat satisfied
____ 3. Not very satisfied
____ 4. Not at all satisfied

9A. On your present job, how much per hour are you paid? (If more than $12.00, double check.)

_____

9B. Who are you working for?

Company name: _____
Address: _____
_____
Supervisor: _____

10. Are you currently looking for a job?

____ 1. Yes
____ 2. No

11A. Are you a full-time homemaker?

____ 1. Yes
____ 2. No

11B. Thinking back over your school career, how well did the Saginaw Schools assist you in each of the following skill areas? Would you say it assisted you very well, good, undecided, poor, or very poor? (Circle the number that best describes your rating of the assistance provided.)

Very Well	Good	Undecided	Poor	Very Poor	
5	4	3	2	1	A) To develop basic academic skills in math, science, communication arts, and social studies.
5	4	3	2	1	B) To develop skills in computer literacy.
5	4	3	2	1	C) To develop a good work ethic.
5	4	3	2	1	D) To be an effective communicator, both orally and in writing.
5	4	3	2	1	E) To become an effective team member.
5	4	3	2	1	F) To become an effective problem-solver.
5	4	3	2	1	G) To be adaptable to change.
5	4	3	2	1	H) To develop life management skills such as budgeting and goal setting.
5	4	3	2	1	I) To develop ethical standards of honesty, integrity and trustworthiness.
5	4	3	2	1	J) To develop community responsibility and respect for rules and laws.
5	4	3	2	1	K) To value lifelong learning.

11C. Tell me one or two significant strengths of your high school program.

A) _____

_____

B) _____

_____

11D. Tell me one or two significant ways that the high school program could be improved. Be specific!

A) _____

_____

B) _____

_____

12. Optional comments. Please make any comments and/or suggestions you believe are needed to improve some of the courses you took or services you received while in high school. Also, add any general comments or suggestions you have about your school experience.

_____

_____

_____

_____

_____

_____

_____

_____

Thank you very much. The information you have provided has been very helpful. Have a wonderful day!

APPENDIX B

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Graduate Standards

The Graduate Standards are a statement of the adult roles, skills and education all students need in order to be successful in the world after graduation from Saginaw Schools. It represents a consensus of the best knowledge and expertise of our customers, both inside and outside the school system. It comes from people who live, work, and prosper in the world around us. We envision all students achieving the Standards; our Mission is to ensure that vision becomes reality.

A ACADEMIC ACHIEVERS, who:

- Demonstrate achievement of academic core curriculum content standards in science, mathematics, language arts,and social studies.
- Demonstrate proficiency on MEAP and high school proficiency assessments in science, mathematics, language arts, and social studies.
- Read, write, speak and listen effectively and appropriately in a variety of settings, and for a variety of audiences.
- Understand and use basic mathematics skills to reason and communicate mathematically to solve real world problems.
- Make connections between and among subject areas.
- Learn and use scientific knowledge and ways of thinking, through the study of the life and physical sciences and technological systems.
- Demonstrate effective, responsible citizenship through the study of history, geography, economics, civics and humanities.
- Examine and make career choices and plan educational programs to meet these goals.

B SELF-DIRECTED LEARNERS, who:

- Seek and use information with or without direction.
- Use tools, technology, and resources appropriately.
- Conceptualize, theorize, and apply knowledge.
- Synthesize, evaluate, and select plans of action.
- Display responsibility, self-motivation, self-esteem, curiosity, persistence, and are goal-oriented.
- Seek and set standards, by which they evaluate their own work.

C COMPLEX THINKERS, who:

- Analyze, synthesize, and evaluate available resources and information in a logical, flexible, and innovative manner to make decisions and solve problems in a variety of situations.
- Make connections between learning and real life.
- Express creativity.
- Understand many points of view.

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D

EFFECTIVE COMMUNICATORS, who:

- Speak and write English with clarity and purpose, through various styles and forms of communication.
- Know and understand non-verbal communication.
- Share, elicit, and actively listen to ideas, logic, and different points of views.
- Interpret and communicate data from text, graphs, charts, and other sources.

E

INDIVIDUAL/GROUP PROBLEM SOLVERS, who:

- Evaluate situations and problems appropriately.
- Hypothesize, associate, and predict.
- Use problem-solving skills.
- Construct and verbalize solutions.
- Identify, organize, plan, and allocate resources.
- Choose ethical courses of action.
- Understand group dynamics and leadership skills, apply negotiation skills, and facilitate consensus.
- Apply technology to solve problems.
- Listen to, share, and accept different opinions.

F

STRONG INTERPERSONAL RELATERS, who:

- Respect the feelings and ideas of others.
- Achieve consensus and exhibit a willingness to compromise.
- Perform with reliability and tenacity.
- Accept responsibility and understand consequences of actions.
- Understand when to lead and when to follow.
- Constructively manage conflict within themselves and between and among others.

G

COLLABORATIVE WORKERS, who:

- Demonstrate group skills, integrate interpersonal relationships and are effective in multiple roles to accomplish goals within a multicultural diverse setting.
- Practice basic communication skills to encourage and motivate members to work to their potential.
- Recognize and use techniques to achieve consensus and compromise in making appropriate decisions.
- Interact in a positive manner and maintain a sense of humor in sharing praise and criticism.
- Demonstrate flexibility and innovation.
- Express and manage critical thinking skills in sharing and considering ideas.

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H

CREATIVE QUALITY PRODUCERS, who:

- Are able to work individually and collaboratively in culturally diverse groups, creating intellectual, artistic, and practical products.
- Foster, develop, and sustain supportive, productive relationships.
- Support their own and others' originality, high standards, and the application of problem-appropriate technologies, resources, and information.
- Anticipate, assess, and work toward resolution of challenges and problems faced in a rapidly changing global society.
- Seek and set standards by which they evaluate their own work.

I

COMMUNITY CONTRIBUTORS, who:

- Contribute their knowledge, time, and talents to making their neighborhood and community a better place to live.
- Participate in community projects.
- Relate to others and possess respect and tolerance for cultural, racial, and political differences.
- Possess a willingness and ability to work with others.
- Express self-assurance and good communication skills

J

HEALTH CONSCIOUS INDIVIDUALS, who:

- Practice and exhibit a healthy lifestyle.
- Understand and value proper nutrition.
- Recognize and practice physical fitness activities.
- Display the ability to handle stress in responsible ways.

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APPENDIX C

School District of the City of Saginaw, Michigan
Department of Evaluation Services
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A FOLLOW-UP STUDY OF 1996 GRADUATES
(N = 188)*

Hello, I'm _____ from the Saginaw School District. We are phoning former high school students, such as yourself and asking them about what they are doing now. Your answers and opinions can help us make our programs better for students in the future. It will only take a few minutes to answer these questions. Is this okay? (If no, set up a call back time.)

According to my records, you completed high school level courses (in _____) at _____ school. Is this correct? (If no, end survey and say "There may be some mix-up in my information, let me check my records and I'll get back with you." Then check records.)

1. Are you now in a training program, a school, college or an apprentice program?

70.3% 1. Yes (N = 148)
29.7% 2. No (If no, go to Question 4)

2A. In your major area of study or training, how much do you use the education you received during **vocational training at** _____? Would you say you use the **vocational training** very often, often, occasionally, or seldom, if at all? (N = 46)

32.6% 1. Very often
45.7% 2. Often
15.2% 3. Occasionally
6.5% 4. Seldom, if at all

2B. In your major area of study or training, how much do you use the education you received during **high school at** _____? Would you say you use the **high school training** very often, often, occasionally, or seldom, if at all? (N = 108)

11.1% 1. Very often
35.2% 2. Often
38.9% 3. Occasionally
14.8% 4. Seldom, if at all

* Number of responding graduates to the survey or a particular question.

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3A. I will list some different types of schools or programs. Would you please tell me which one you are now attending? (Read list) (N = 104)

1.0% 1. High school
0.0% 2. One-year college vocational-technical program
5.8% 3. Two-year college vocational-technical program
35.6% 4. Two-year college liberal arts program
55.8% 5. Four-year college or university
0.0% 6. Business or trade school
1.0% 7. Apprentice program
1.0% 8. Other (please specify: _____)

3B. If attending a school/program in 3A above, please give me the name and address of the school/program you are attending and your major area of study. (N = 124)

	Name of School, Program, University or College
45.3%	Delta College
9.7%	Saginaw Valley State University
7.3%	Michigan State University
7.3%	Western Michigan University
3.2%	University of Michigan
3.2%	Ferris State University
2.4%	Great Lakes College
2.4%	Michigan Tech. University
1.6%	Center for Creative Studies - Detroit
1.6%	Central State University
1.6%	Oakland University
0.8%	Alabama State University
0.8%	Alma
0.8%	Barber - Scotia College - North Carolina
0.8%	Carrollton Adult Education
0.8%	Chicago State University
0.8%	Grand Valley State University
0.8%	Hope College
0.8%	Howard University - Washington D.C.
0.8%	Indiana State University
0.8%	Lansing Community College
0.8%	O.I.C. of Metropolitan Saginaw
0.8%	Rheum Bible College - Oklahoma
0.8%	Rochester Institute of Technology
0.8%	Sienna Heights - Adrian
0.8%	Southern University
0.8%	University of Detroit Mercy
0.8%	Stanford

Major Area of Study: _____ (N = 122)

Majors

17.2% Business: such as management, data processing, accounting personnel management, and banking.

3.3% Commercial Arts and Communication: such as photography, printing, graphic arts, illustrations, advertising, journalism, television industry, and radio broadcasting.

0.8% Construction, Industrial, and Skilled Trades: such as refrigeration, carpentry, sheet metal, plumber, machinist, and electrician.

18.9% Education and Social Services: such as clergy, counseling, recreation, teaching, and professional youth leadership.

9.0% Engineering and Architecture: such as construction management, drafting, mechnical drawing, engineering -- electrical / civil / mechanical, and landscape achitecture.

3.3% Fine Arts and Letters: such as music, English, painting, sculpture, and dramatics.

1.6% Law and Government: such as law enforcement, lawyer, military science, and city management.

13.1% Medicine and Health Services: such as dentistry, hospital administration, medical services, nursing, pharmacy, psychiatry, and veterinary medicine.

7.4% Science and Agriculture: such as physics, mathematics, forestry, conservation, chemistry, zoology, poultry science, and horticulture.

0.8% Services: such as auto repair, food management, chef, cosmetology, home economist, and mortician.

0.0% Transportation: such as aviation careers, airline stewardess, railroad careers, and drivers -- truck and bus.

24.6% General Courses / Undecided

3C. Which of the following best describes your situation (N = 98)

7.1 1. Working full-time
25.5 2. Going to college or trade school full-time
60.2 3. Working and going to college
4.1 4. Working part-time
2.1 5. Going to college or trade school part-time
1.0 6. Not working or going to college

4. Are you on full-time active duty in the military? (N = 131)

5.3% 1. Yes (If yes, make Question 5 a yes and go to Question 6)
94.7% 2. No

5. Are you working for pay? (N = 135)

81.5% 1. Yes
18.5% 2. No (If no, go to Question 10)

6. About how many hours per week do you work? (Write the number of hours per week.) (N = 101)

Ranged from 4.0 to 60.0 hours per week
Mean = 32.1 hours per week
Median = 35.0 hours per week
Mode = 40.0 hours per week

7. On your present job, how much do you use the **high school education** you received at Would you say you use it very often, often, occasionally, or seldom, if at all?

9.9% 1. Very often (N = 111)
3.5% 2. Often
20.7% 3. Occasionally
55.9% 4. Seldom, if at all

8. Overall, how satisfied are you with your present job? Would you say that you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

29.6% 1. Very satisfied (N = 108)
58.3% 2. Somewhat satisfied
9.3% 3. Not very satisfied
2.8% 4. Not at all satisfied

9A. On your present job, how much per hour are you paid? (If more than $12.00, double check.)

This rate was multipled by the hours worked per week (Question 6) to arrive at a weekly pay. Thus figures given below are reported as pay per week. (N = 87)

Ranged from $22.50 to $760.00 pay per week.
Mean = $211.57
Median = $186.25
Mode = $300.00

9B. Who are you working for? (N = 146)

	Name of Employer
0.7%	Disney Store
2.0%	Hudson's
0.7%	Dairy Queen
2.0%	Private
0.7%	Dow
0.7%	Block Buster Videos

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9B. (Continued)

	Name of Employer
0.7%	Taco Bell
0.7%	Crown Plaza
2.7%	Rally's Burger
0.7%	Neighborhood House
1.3%	Value City
0.7%	Delta College
0.7%	Fast Food
2.7%	Meijers
4.1%	McDonald's Restaurant
0.7%	Sam's
0.7%	Used Car Company
0.7%	Self Serve Lumber
0.7%	Chuckie Cheese
2.0%	General Motors - Central Foundry
0.7%	Hot-N-Now
1.3%	Saginaw Board of Education
0.7%	Dial Tent and Awning
0.7%	Best Buy
1.3%	Field Electric
0.7%	Cracker Barrel Restaurant
0.7%	Coffee Shop at Michigan State
0.7%	All American Ford
0.7%	Sullivan's Fence
1.3%	Pinkerton Security
0.7%	Pride and Country
4.1%	Kessels
1.3%	Wolohan Lumber
0.7%	Department of Education
0.7%	Shoney's Restaurant
0.7%	Saginaw Valley State University
0.7%	YMCA
0.7%	LaSenorita's Restaurant
0.7%	Dr. Burnsloik's Office
0.7%	Mahar Tool Supply Company
0.7%	Arby's Restaurant
1.3%	Anderson Wave Pool
0.7%	Arthur Hill High School
0.7%	Western State Cafeteria
0.7%	City Recreation
0.7%	RC Engineering
0.7%	Kilmer Corporation
2.7%	Army
0.7%	Unique Uniforms Company
0.7%	Soaring Eagle
0.7%	O.I.C. Daycare
1.3%	Ponderosa Restaurant
0.7%	Saginaw Bearing Company
0.7%	Out of Africa
0.7%	TSSF Architect
0.7%	Rolling Green Apartments

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9B. (Continued)

	Name of Employer
0.7%	ISC Completers
0.7%	Merrill Lynch
0.7%	J.C. Pennys Company
1.3%	Treasure Friends' Crafts
0.7%	General Motors - Delphi - Steering Gear
0.7%	Guides Restaurant
0.7%	United Airlines
0.7%	Mistequaw Machine Company
0.7%	Champagne Shipping
0.7%	Topham Inc. Printing Company
1.3%	Navy
1.3%	Hoyt Nursing Home
0.7%	Martin Luther Manor
0.7%	Nick's Perfect Touch
1.3%	Kentucky Fried Chicken
0.7%	Dale Strobel's
0.7%	Heinz Landscaping
0.7%	Wright - K
0.7%	Nickodemus and Sons
0.7%	Wendy's Burgers
0.7%	Panda Express
0.7%	Long John Silvers Restaurant
0.7%	Vector Marketing
0.7%	Tony's Restaurant
0.7%	O.C.I.
1.3%	Daycare / Child Care
0.7%	Germania Country Club
0.7%	Compucom Computer
1.3%	Saginaw Geriatrics Home
0.7%	Bay Valley Country Club
0.7%	Applebee's Restaurant
0.7%	Arizona Heating and Air Company
0.7%	Print Shop
0.7%	Paul Harris
0.7%	Michael's Crafts Store
0.7%	Dunkin Donuts
0.7%	United Tech Auto
0.7%	K-Mart
0.7%	St. Luke's Hospital
0.7%	Wal Mart
0.7%	Motion Industries
0.7%	Japanese Cultural Center Tea House
0.7%	Intermission Deli
0.7%	American Eagle
0.7%	Shuldo Manufacturing
0.7%	Red Lobster Restaurant
0.7%	Saginaw Metal Casting
0.7%	Cedar Point Amusement Park
0.7%	Italian Oven Restaurant
0.7%	Step Program
0.7%	Saginaw Control

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10. Are you currently looking for a job? (N = 133)

30.6% 1. Yes
69.4% 2. No

11A. Are you a full-time homemaker? (N = 130)

0.0% 1. Yes
100.0% 2. No

11B. Thinking back over your school career, how well did the Saginaw Schools assist you in each of the following skill areas? Would you say it assisted you very well, good, undecided, poor, or very poor? (Circle the number that best describes your rating of the assistance provided), where 5 = Very Well, 4 = Good, 3 = Undecided, 2 = Poor, and 1 = Very Poor.

Average Rating	
4.02	A) To develop basic academic skills in math, science, communication arts, and social studies. (N = 139)
3.37	B) To develop skills in computer literacy. (N = 139)
3.79	C) To develop a good work ethic. (N = 141)
3.86	D) To be an effective communicator, both orally and in writing. (N = 140)
3.85	E) To become an effective team member. (N = 142)
3.82	F) To become an effective problem-solver. (N = 140)
3.87	G) To be adaptable to change. (N = 141)
3.79	H) To develop life management skills such as budgeting and goal setting. (N = 140)
3.91	I) To develop ethical standards of honesty, integrity and trustworthiness. (N = 140)
4.00	J) To develop community responsibility and respect for rules and laws. (N = 140)
4.06	K) To value lifelong learning. (N = 140)

11C. Tell me one or two significant strengths of your high school program.

	Strengths of High School Program (N = 155)*
7.8%	Communications/ social skills
1.3%	Setting goals
12.3%	Math
9.7%	Science
2.0%	Working in a large society / team working
2.5%	Computer / programming / computer knowledge
0.6%	Training in literature
1.3%	Life management skills / responsibility
1.3%	Determination to strive to be successful
7.8%	English class
18.7%	The teachers
1.3%	Academic program / honors class
0.6%	Computer classes
1.3%	Chemistry classes

11C. (Continued)

	Strengths of High School Program (N = 155)*
0.6%	All classes
0.6%	Creative / talented dance program
12.3%	Sports
1.3%	Band
3.2%	Center for the Arts and Sciences (CAS)
0.6%	Typing
2.0%	Saginaw Career Complex
2.0%	Extra-curricular activities
0.6%	Public speaking classes
0.6%	Biology
1.3%	Swimming program
1.3%	Band
2.0%	Everything
0.6%	MEAP Test
1.3%	Creative writing
0.6%	Good special education program
0.6%	Good counseling staff

* Respondents listed multiple responses to this question; thus, the 111 respondents made a total of 155 comments. Percents are calculated on the basis of the 155 comments rather than the 111 graduates respondents.

11D. Tell me one or two significant ways that the high school program could be improved. Be specific!

	High School Program Improvements (N = 137)*
4.4%	More computer skills / computer literacy
6.6%	More challenging classes
4.4%	More individual attention to the students
3.6%	More group activities
5.1%	Keep students in class / redo rules regarding skipping class
4.4%	Language classes; i.e., French, Spanish, German
1.5%	Teachers teaching more required classes so students can have more to choose from
0.7%	Stress importance of a college education
2.2%	Being a responsible adult
2.2%	Class on test taking
9.5%	Classes to prepare you for college
4.4%	Teachers should show more interest in their work and students / better teaching
0.7%	More literature to educate students who pursue music
2.2%	Better security
3.6%	Better English classes in writing papers
0.7%	More public speaking classes
1.5%	Better prepared for the working world
0.7%	Stronger more advanced math programs
6.6%	Better discipline - holding students responsible for their actions
8.1%	Better counselors
3.0%	Better up-keep of the schools / redo the bathrooms
3.6%	More college math
2.2%	Keep kids in school even after 15 absences / in-house suspensions
6.6%	Teachers need to listen to their students / better communications
2.2%	Smaller classes
0.7%	Stop teacher favoritism towards football players
1.5%	Improve communications between high school and CAS
0.7%	Better reading classes

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11D. (Continued)

1.5%	Improve on science
0.7%	More reading of literature
0.7%	Biology
0.7%	Need a wider range for special education
0.7%	More technical hands-on learning
0.7%	No snow days
0.7%	No mandatory assemblies
1.5%	Better commications with the parents
0.7%	More class activities
0.7%	Better communications between administrators and staff

* Respondents listed multiple responses to this question; thus, the 94 respondents made a total of 137 comments. Percents are calculated on the basis of the 137 comments rather than the 94 graduate respondents.

12. Optional comments. Please make any comments and/or suggestions you believe are needed to improve some of the courses you took or services you received while in high school. Also, add any general comments or suggestions you have about your school experience.

	Suggestions For Improvements (N = 24)*
8.3%	Very satisfied
12.0%	Students need to be better prepared for college
4.2%	Students need better job placement - not just fast food placement
4.2%	Better tutors and update all programs
4.2%	Concentrate more on education and less on sports
4.2%	More job placement
4.2%	Teachers should spend time on good kids as well as bad. Too much time is spent on bad kids while the class just sits and learns nothing
4.2%	Teacher evaluations by the students
4.2%	Make sure students understand all they can about the subjects they are studying and not just passing them to move them to another grade / class
4.2%	Less gang action
8.3%	In class computers
4.2%	Closed campus
4.2%	Update bathrooms
4.2%	Better counselors
4.2%	All sports should be treated equally
4.2%	Change the dress codes
4.2%	Make a dress code and stick to it
4.2%	Focus less on tests and more on learning
4.2%	Brighten up the halls
4.2%	More patrolling of the students' parking lot

* Respondents listed multiple responses to this question; thus, the 20 respondents made a total of 24 comments. Percents are calculated on the basis of the 24 comments rather than the 20 graduate respondents.

APPENDIX D

GRADUATE STANDARD TO QUESTION 11B STATEMENT LETTER KEY

Graduate Standard	Question 11B Statements Used To Measure Standard
Academic Achiever	A
Self-Directed Learner	B, K
Complex Thinker	F
Effective Communicator	D
Individual / Group Problem Solver	F
Strong Interpersonal Relater	I
Collaborative Worker	C, E
Creative Quality Producer	G, E
Community Contributor	J
Health Conscious Individual	H

APPENDIX E

Table E.1

1996 Graduate Placement Rates*

School / District		Placement Count And Rate			
		Further Education, Employment, and Military		Further Education, Employment Military, and Full-Time Homemaker	
		N	%	N	%
Arthur Hill	(N = 131)	100	(76.3)	100	(76.3)
Saginaw High	(N = 57)	42	(73.7)	42	(73.7)
District	(N = 188)	142	(75.5)	142	(75.5)

* Data resulting from the 1996 Graduate Follow-Up Study -- entire report available from the Department of Evaluation, Testing and Research.